Evaluation of English Language Learning Among in Diploma Student using the SPSS Method

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Abstract. Students pursuing diplomas must have their English language learning progress and proficiency evaluated. The listening, speaking, reading, and writing abilities of pupils are evaluated through a variety of assessment techniques, including tests, assignments, and oral exams. Additionally, their comprehension, vocabulary, and grammar are evaluated. The evaluation procedure aids in determining strengths and shortcomings, guiding teaching tactics, and tracking students' linguistic growth. Students are given excellent language training and are supported in their overall academic performance through frequent and thorough assessments. The evaluation of English language learning amongst diploma students is the focus of the research. Understanding how well English language training works in this specific group is crucial for educational institutions. In order to better meet the requirements of diploma students, educators can enhance their teaching strategies and curricula by evaluating learning results and identifying areas for growth. This evaluation offers important information about the diploma students' English language proficiency, helping to develop materials and interventions that are especially beneficial to language learners. SPSS, or Statistical Package for the Social Studies) is a well-liked piece of software for data analysis in the social sciences. It provides complete solutions for data administration, analysis, and visualisation for researchers. Researchers can enter their data into SPSS and run different statistical tests, including chi-square testing, regression analysis, and ANOVA. Advanced capabilities including factor analysis, cluster analysis, and multivariate analysis are also available in SPSS. SPSS has developed into a useful tool for researchers to analyse and understand data in their studies due to its user-friendly design and broad capability. I enjoy studying that incorporates instruction in the English language into the learning process, I like reading books about teaching second language learning in English, Instruction of the English language must be considered among the subjects that are given to pupils as an individual discipline required subjects in schools and the formal English used in schools' aids in my learning The Cronbach's Alpha Reliability result. The overall Cronbach's Alpha value for the model is .750 which indicates 75% reliability. From the literature review, the above 73% Cronbach's Alpha value model can be considered for analysis. Evaluation of English Language Learning Among in Diploma Student the Cronbach's Alpha Reliability result. The overall Cronbach's Alpha value for the model is .750 which indicates 75% reliability. From the literature review, the above 73% Cronbach's Alpha value model can be considered for analysis.

Keywords: I enjoy studying that incorporates instruction in the English language into the learning process, I like reading books about teaching English as a second language, Education in the English language must be offered as a separate subject in schools, The teaching of the English language must be included among the required subjects in schools and the formal English used in schools' aids in my learning

1. Introduction

This study looks at the adjustment's students at the Hong Kong Polytechnic University need to make in order to become more independent. The amount of time spent on English instruction has been cut back, new educational technologies like online and CD-ROM language learning materials have been implemented, class numbers have been somewhat increased for less individualized attention, and self-access facilities have been expanded. CILL is the Centre for Independent Language Learning. These programmers enhanced the demand for pupils to be more independent while decreasing teacher support. This study examines the attitudes of tertiary students at the institution towards taking charge of and making decisions regarding their English learning, as well as their degree of motivation and actual autonomous learning behaviours [1]. Diploma students must agree to take At high school institutions, there are three communicative English courses: communicative English 1, which focuses on oral and written communication skills; interpersonal English 2, which focuses on workplace interactions; and expressive English 3, which focuses on job-hunting skills. Activities involving English are covered in Communicative English 1. It's normal to see lecturers trembling and frightened if delivering what they've learned in front of their peers, particularly when speaking tasks are involved. Anxious students frequently worry about poor assessments and struggle to manage them, which exacerbates their anxiety. This study attempts to look into the amount of anxiety felt by students up for communicative English sessions at a Malaysian polytechnic. Investigators discovered a number of factors that affect second language learners' foreign language classroom anxiety (FLCA) when speaking English. As a result, it's important to pinpoint the root causes of polytechnic students' nervousness in order to lessen their fear of public

speaking [2]. At the Hong Kong Polytechnic University, a sizable survey including tertiary students and English professors was carried out in 1998. The study's major goal was to investigate how students and teachers felt about independent learning, as well as how students really learned languages on their own and how their teachers advised them to learn languages. It tries to evaluate how well prepared teachers and students are to adjust to autonomous learning options and settings. The survey addresses five key topics: (a) Duties and Abilities in Learning/Teaching English, (b) Pupils' Level of Inspiration, (c) Students' Autonomy Learning Practises and Behaviour, (d) Teachers' Suggested Autonomous Learning Activities, and (e) Language Proficiency, understanding the significance of learner autonomy [3]. In the educational community, there has always been discussion over how to assess the efficacy of teacher professional development. The results of a two-year professional development course are the main subject of this article, for English language teachers that was put into place in 2012 as a consequence of a Cambridge ESOL needs analysis study. According to longitudinal study, there have always been issues with English language instruction in Russia. This study primarily looks at teacher error-correction techniques, the usage of the mother tongue (Russian) within the classroom, and classroom communication methods. A novel method of evaluation was adopted, with teachers and students responding to the same questions in areas covered by the needs analysis research from several angles. Results were not all statistically significant, although certain improvements in patterns of class interaction were seen. However, there were only minor adjustments made to error-correcting techniques, and it was determined that using Russian in the classroom was appropriate and did not hinder learning. The study's conclusions have broad repercussions, particularly in post-Soviet nations where they have a bearing on management of change and English language instruction. The findings that have been made are intended to help non-English speaking nations adopt or modify policies relating to educational reforms like reforming the curriculum and teacher professional development [4]. In recent decades, the number of English language students and learners having limited English proficiency within the United States has significantly increased. Given the vast cultural and linguistic diversity of these student populations, this presents a significant challenge to educators. This essay tries to examine the many difficulties teachers encounter when instructing foreign-language learners in an American setting. According to a large body of study literature, these problems can be divided into three categories: social, organisational, and personal. Strong teacher education programmes may be able to aid with these kids' teaching and learning concerns, according to certain research, but it is crucial to remember that these programmes cannot solve every problem educators confront on their own. It takes the combined efforts of schoolwork, regional and national administrators, educators, local communities, and policy makers to address these difficulties [5]. With the development of the Internet, in particular, language acquisition experiences have changed throughout time, becoming more engaging. At the tertiary level, where university students are heavily reliant on computers & the Internet for their educational purposes, this is especially apparent. According to research, students' choices for internet language learning activities differ depending on their gender. Data from students taking English language courses at UITM Pulau Penang were gathered for this study using Design's Online Educational Strategies Scale (OLSS). Motivation, monitoring oneself, Internet the ability to read and Internet nervousness, and attention to online learning were the five characteristics that were evaluated in the survey. The study aims to investigate the correlations between these variables and investigate gender-based disparities by examining a sample of 108 bachelor level students in the second semester. The findings indicated that there were no discernible disparities in the online learning experiences of male and female students. Nevertheless, associations involving some parameters overall and in conjunction with gender were observed. The study's conclusions can be used to create acceptable methods of online language instruction for male and female students in colleges and universities in light of the aforementioned variations [6].

The name "ELL" has changed over the last 50 years, and ELL classification is not a single trait. Initially, these pupils had been referred as the "limited English speaking" kids the 1968 Dual Education Act. The term "total English learners," that covers both present and previous ELLs, has, nevertheless, been added to the list of classifications for ELL pupils. ELLs were reclassified as competent in English. Students that participated in an English language programmer for varying amounts of time and were categorized as ELLs are referred to as "ELL"s in this research. We continue to believe that these definitions are in line with other studies on college access. We also look at the classification of retraining by ELL level in fundamental disciplines including arithmetic, reading, and writing. It is realistic to anticipate that English proficiency-focused K–12 language services may have different impacts on results in these fields of study. Reading and writing, which are subjects closely related to English, may have a bigger impact than other subjects [7]. It is now possible to follow the academic development the recent adoption of legally required English proficiency statistics for all ELLs. Using data from 2004 to 2008, this study examined five waves of academic English proficiency data for ELLs in 9th grade from a statewide sample (n = 3,702). Academic English competence improvements have been studied using growth modelling, particularly the multilevel model (Singer & Willett, 2003). It was projected that ELLs in the sample would not become proficient in academic English until the end of the 11th grade. On average, they started high school had an academic English level of proficiency at the early intermediate level. Additionally, compared to their contemporaries who were born abroad, US-born ELLs showed a much greater level of academic English ability when they started high school. However, by the end of high school ELLs who were immigrants had caught up. Notably, 60% of ELLs in high school are American-born, and a sizeable portion of these children have attended American schools for nine or more years without acquiring the academic language abilities required for challenging academic activities in English. These results demonstrate how urgently ELL adolescents need academic language treatments [8]. Only two studies have been conducted done, as far as the author is aware, to look

into how the ESUEE (Examination for Access to Higher Education) has affected Turkish language instruction and learning. 87 foreign language students in the 10th and 11th grades as well as 13 English language instructors from six Anatolian, super, and private high schools participated in Cevimli's inaugural study from 2007. Investigating the views of English language teachers regarding ESUEE was one of the goals of this study. Findings All educators indicated pleasure with what and how they teach, as well as pleasure in integrating UEE (University Entrance Examination) requirements into their curriculum. Cevimli (2007) did note, however, that Turkish was largely employed as the language of teaching in the classes he witnessed. Teachers prioritised test preparation rather than creating instructional resources and strategies that enhance students' communication skills. Similar to this, UEE served as the focus of students' language learning efforts, with prior exam papers and grammar books serving as their main sources of information [9]. A study was carried out to look at the drive of Universiti Pertanian Malaysia (UPM) students to learn English during the course of school 1982-83's second trimester. Nearly a thousand UPM students who were enrolled in five English competency classes (BB 051, BB 151, BB 251, BB 253, BB 254), five general English courses (BB 252), and one specialised English course (BB 252) were included in the study. Student responses were analysed using frequency distributions, and further statistical methods including cross-tabulation, Pearson's product-moment association, t-test, and various range checking were also used. determine connections between the components under investigation. The research found that UPM students had both integrative and instrumental learning approaches for English. In comparison to lower level or basic English classes, pupils taking advanced English courses were seen to exhibit higher levels of motivation. Students at UPM generally stated a great desire to study English. Furthermore, compared to how most students saw their parents in the similar situation, most students saw their lecturers as encouraging and supportive of their efforts to learn English [10]. Even though it is accepted that state-mandated secondary school exit tests have a negative effect on English language learners' (ELLs') educational experiences, less attention has been given to how ELLs who wish to enter college, especially those who attended school in their home nations, perform. pass challenging exams in order to get admitted to postsecondary studies and go to the US. This study investigates the cultural and academic challenges faced by late-entering international ELL students taking high school exit exams. According to qualitative study, these pupils deliberately fail the No Child Left Behind statewide English proficiency tests and keep their ELL classification in order to keep the necessary accommodations for passing exit exams. It emphasizes that both educators and students have the authority to make decisions. This study highlights the significance of providing equal treatment for ELLs and discusses important concerns of reliability of tests and equity in US language education regulations [11].

Turning around the country's lowest-performing schools is the main task in the current period of educational reform and increased accountability. Adequate resources are provided by national policy, often with certain conditions. There is little study on how to successfully transform schools with significant populations of low-income, English-language learners, and Hispanic kids, despite research highlighting the crucial importance of good principals and teachers in improving these underperforming schools. This project intends to investigate how demographics, practises, and policies affect the educational outcomes of Hispanic and English-language learner pupils living in poverty. Principal interviews, classroom observations, teacher interviews, analysis of state and school archival data, and the qualitative case study method were all used. Using details about key background, professional and cultural ideas and practises, school context, teacher data, and archival documents, data were organised and triangulated into theme categories. The results emphasise the significance of doing research to establish and record effective principal models that address the requirements of various student populations and their influence on academic achievement in previously underperforming schools [12]. One of the 92 English- Courses for material and culture integration that lead to degrees offered in Taiwanese higher education is the International Tourism Programme (TM). Its main goals are to increase students' future employability, global competitiveness, and interest in studying in Taiwan among international students. By establishing these programmes, Taiwan's economy is intended to recover. The National Polytechnic University in Taiwan launched this specific programme as a four-year undergraduate programme in the fall of 2010. The programme, unlike a department, does not employ a full-time teaching faculty; rather, the teaching staff is drawn from other pertinent academic departments within the university. It should be noted that every student attending this university is required to finish a one-year professional placement in their third year, either in Taiwan or overseas. Additionally, this requirement encourages the development of English communication skills. The studied programme also obtained Taiwanese Ministry of Education approval and was included among the top 28 CLIL programmes for both local and foreign students in 2012 [13]. An integrated bridge course lasting four weeks was investigated for its effects on postgraduate international students as part of a Flinders University research fund. The course, which is supported by the Australian Bureau of International Development Assistance, intends to help students develop their academic writing abilities, particularly their command of English grammar, expression, spelling, organisation, and critical analysis. A instruction group, separate control groups—one composed of local graduate learners and the other with overseas coworkers—were utilised in the study to gather quantitative data. Qualitative data was also gathered through diary entries and frequent team talks during training. These results showed a considerable improvement in the writing style and organisation of the training group from before to after training, with independent raters giving written works produced after training higher ratings. showed significant disparities in a number of variables prior to training; however, several of these discrepancies between the group receiving training and the group at home were lessened following training. Despite the overall favorable outcomes, pupils continued to exhibit a high number of grammatical mistakes and difficulties in argument construction.

According to the journal entries, students began their bridge course overconfident, then experienced uncertainty and worry, and by the end of the course, they had established a realistic perception of their abilities [14]. The integration of argumentation and debate abilities throughout a variety of courses, include mathematics, physics, Middle schools in Scotland are required to teach subjects such as geography, philosophical thought, history, and religious instruction. Although, there is a greater overt focus on teaching students how to argue and dispute when it comes to teaching English. In this class, pupils learn how to engage in debates, formulate hypotheses, explore ideas, and analyse talks. They also learn how to play a variety of roles in group situations, such as supporting focus and organising or leading discussions. Communication. Additionally, the inclusion of citizenship as a subject and the the incorporation of argumentation and debate abilities in the curriculum [15]. Significant research on many facets of higher education internationalization has been conducted by Australian scholars and visiting academics since about 1990. The main areas of interest show how strongly Australian higher education institutions and governments are committed to exporting higher education services and are seeing a sharp increase in the number of overseas students enrolling. The fact that in-depth study has shed light on the social and academic traits of international students, their educational experiences, their English language competency and advancement, and the support mechanisms at their disposal is encouraging [16]. Tanzania's regulatory organisations, including the Tanzanian Nursing and Midwifery Council (TNMC), oversees undergraduate, graduate, and doctoral programmes, set standards for nurse education and training. These training programmes offer a blend of theoretical and practical study with a general nursing and midwifery focus. The registration of individuals who have successfully finished a three-year diploma programme, passed the licensure examination, and are qualified to follow the licensure programmed as Registered Nurses (RNs) is the responsibility of TNMC, as a professional regulatory authority [17]. Israeli university students should enrol in English for Academic Purposes (EAP) reading comprehension classes to finish their BA degrees if they have trouble reading academic literature in English. Despite the fact that most students succeed in these classes, some nevertheless do poorly. It is unclear whether speakers of minority languages in a multilingual nation like Israel feel less advantaged than those who speak Hebrew, which is the majority language. There is little knowledge about the connection between students' goals, attitudes towards university studies, and language learning in a multicultural university context, despite research being done on university students enrolled in EAP courses. A questionnaire was sent to 194 non-English speaking students, both Israeli and international, to learn more about this. The findings confirmed relationships between EAP course grades, attitudes towards university courses, and attitudes towards language learning and English, emphasizing the significance of motivational variables in language learning. It's interesting to note that students' views towards higher education or language study were unaffected by variances in their EAP course grades among those whose mother tongues differed [18]. New technologies are introduced to instructors and students all over the world to improve the method of education. The educational achievement of pupils may be enhanced by the usage of a learning management system (LMS) chosen by institutions to adopt blended learning. This particular study focused on a pilot project for English for Academic Purposes and assessed student perception, enthusiasm, and proficiency in a blended learning setting. From July through November of that year, a total of 963 students and twenty-three educators from the Technological University of Mara Melaka participated in the study. We combined exploratory and experimental methods to collect data from students using questionnaires, analyse interactions between students and lecturers in i-discussions to gauge involvement, and contrast student performance in mixed-learning groups using t-tests, group meeting in person [19]. Teachers today undoubtedly encounter particular difficulties in the classroom that weren't present in the past. A fast-shifting student population reflects the United States' quickly changing demographic situation. About 14% of Americans over the age of five spoke a language other than English at home in 1990. This percentage increased to 47% in 2000, representing roughly 18% of the entire population. Additionally, it rose to 21% in 2011. English Language Learners (ELLs) are directly impacted by this demographic change in K–12 schools. As a result, in order to effectively meet the requirements of children from varied language and cultural backgrounds, teachers need support [20].

2. Material and Methods

I like learning that integrates English Language education into the learning process:
Learning that combines language as well as subject matter Additionally, students study it as a subject is to learn a second language simultaneously. A science course for students can teach in English, and they're just about science will learn, but they are relevant Acquire vocabulary and language skills.

I enjoy reading texts related to English education in language learning:
Studying English is an important part of language learning, because its grammar, vocabulary and writing helps to develop other related skills like Language learners are interested in topics they like and Reading allows them to explore engaging stories.

Education in the English language must be offered as a separate subject in schools: It is the major languages used for teaching any area everywhere in the world. Learning English will help students expand their horizons, develop their capacity for compassion, and increase their employment opportunities.

The teaching of the English language must be included among the required subjects in schools: The application of language is examined along with contemporary practise and advancements in teaching and assessment in this degree programmed in English language and English language teaching. You will learn how to create and construct teaching materials for all ages, as well as how to think critically and analytically.

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The Formal English Used in Schools' Aids in My Learning:
Traditional teaching tools include textbooks, white boards, posters, globes, charts, and other visual aids. But as technology has advanced, so have teaching tools, which can now be divided into a variety of categories such as audio aids, visual aides, mechanical tools for instruction, multimedia tools, and more.

SPSS Method: A popular piece of software called SPSS (Statistical Package for Social Sciences) is utilized for statistical analysis across a range of disciplines, including the social sciences, business, health, and market research. With its extensive set of instruments for data management, data manipulation, and statistical analysis, IBM's SPSS is a valuable resource for academics and data analysts. One of SPSS's standout qualities is its intuitive user interface, which both inexperienced and seasoned users may utilize. Users of the software can enter data in a manner resembling a spreadsheet, with variables sorted in column and cases (observations) arranged in rows. Numerous data kinds are supported by SPSS, including textual, category, and numeric data. A large variety of statistical methods are available in SPSS for data exploration and analysis. It offers both descriptive statistics for data summarization and inferential statistics for hypothesis testing and forecasting. Common statistical tests including all be carried out by users. SPSS enables sophisticated data integrations, transformations, and manipulations. SPSS has facilities for data visualization in addition to its main statistical skills. Users can design graphs, charts, and plots to show their data visually, facilitating the interpretation and sharing of findings. For use in reporting and presentation, SPSS also permits the construction of customized tables and reports. Due to its reliability, adaptability, and thorough documentation, SPSS is an extensively utilized and regarded tool within the discipline of data analysis. Its popularity is a result of its capacity for handling huge datasets, wide variety of statistical techniques, and user-friendly interface. With the help of SPSS, researchers and analysts may carry out sophisticated statistical analyses and get insightful conclusions from their data.

3. Results and Discussions

TABLE 1. Descriptive statistics

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance	Skewness		Kurtosis	
I enjoy studying that incorporates instruction in the English language into the learning process	170	4	1	5	3.20	.063	.818	.670	-.058	.186	1.056	.370
I like reading books about teaching English as a second language.	170	4	1	5	3.54	.069	.898	.806	-.894	.186	.552	.370
Education in the English language must be offered as a separate subject in schools.	170	4	1	5	3.73	.082	1.065	1.133	-.571	.186	-.218	.370
The teaching of the English language must be included among the required subjects in schools	170	4	1	5	3.66	.089	1.161	1.348	-.785	.186	-.115	.370
The formal English used in schools' aids in my learning.	170	4	1	5	3.55	.109	1.427	2.036	-.498	.186	-1.081	.370
Valid N (list wise)	170											

Table 1 shows the descriptive statistics values for analysis N, range, minimum, maximum, mean, standard deviation, Variance, Skewness, Kurtosis. I enjoy studying that incorporates instruction in the English language into the learning process, I like reading books about teaching English as a second language, Education in the English language must be offered as a separate subject in schools. The teaching of the English language must be included among the required subjects in schools, The formal English used in schools' aids in my learning By the SPSS approach.

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TABLE 2. Frequency statistics
Statistics

		I enjoy studying that incorporates instruction in the English language into the learning process.	I like reading books about teaching English as a second language.	Education in the English language must be offered as a separate subject in schools.	The teaching of the English language must be included among the required subjects in schools	The formal English used in schools' aids in my learning
N	Valid	170	170	170	170	170
	Missing	0	0	0	0	0
Median		3.00	4.00	4.00	4.00	4.00
Mode		3	4	4	4	5
Percentiles	25	3.00	3.00	3.00	3.00	2.75
	50	3.00	4.00	4.00	4.00	4.00
	75	4.00	4.00	5.00	5.00	5.00

Table 2 Show the Statistics in Evaluation of English language Evaluation of English Language Learning Among in Diploma Student. I enjoy studying that incorporates instruction in the English language into the learning process, I like reading books about teaching English as a second language, Education in the English language must be offered as a separate subject in schools. The teaching of the English language must be included among the required subjects in schools, The formal English used in schools' aids in my learning curve values are given.

TABLE 3. Reliability Statistics

Reliability Statistics		
Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.732	.750	5

Table 3 shows the Cronbach's Alpha Reliability result. The overall Cronbach's Alpha value for the model is .750 which indicates 75% reliability. From the literature review, the above 73% Cronbach's Alpha value model can be considered for analysis.

TABLE 4. Reliability statistics individual

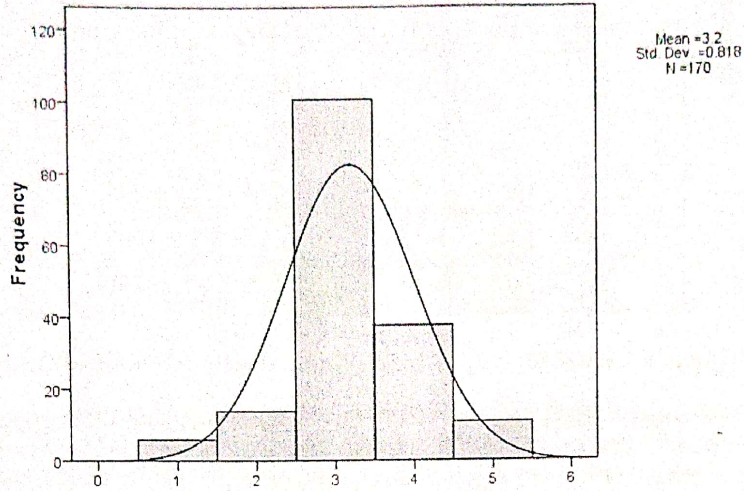|	Cronbach's Alpha if Item Deleted
I enjoy studying that incorporates instruction in the English language into the learning process.	.694
I like reading books about teaching English as a second language.	.669
Education in the English language must be offered as a separate subject in schools.	.683
The teaching of the English language must be included among the required subjects in school	.667
The formal English used in schools' aids in my learning.	.716

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Table 4 Shows the Reliability Statistic individual parameter Cronbach's Alpha Reliability results. The Cronbach's Alpha value for I enjoy studying that incorporates instruction in the English language into the learning process is 0.694 , I like reading books about teaching English as a second language is 0.669, Education in the English language must be offered as a separate subject in schools is 0.685, The teaching of the English language must be included among the required subjects. in schools is 0.667, The formal English used in schools' aids in my learning is 0.716.

FIGURE 1. I enjoy studying that incorporates instruction in the English language into the learning process

Figure 1 shows the histogram plot for I enjoy studying that incorporates instruction in the English language into the learning process from the figure it is clearly seen that the data are slightly Left skewed due to more respondent chosen 3 for. I enjoy studying that incorporates instruction in the English language into the learning process except the 2 value all other values are under the normal curve shows model is significantly following normal distribution
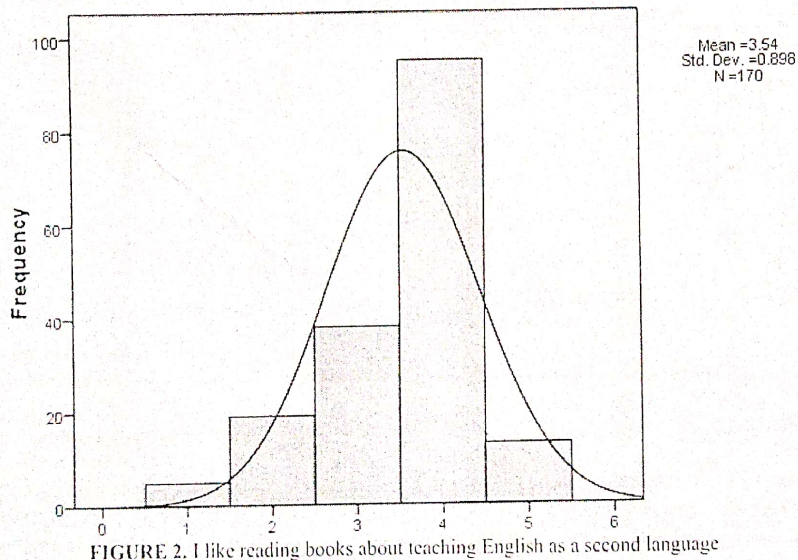

FIGURE 2. I like reading books about teaching English as a second language

Figure 2 shows the histogram plot for I like reading books about teaching English as a second language from the figure it is clearly seen that the data are slightly Right skewed due to more respondent chosen 4 for. I like reading books about teaching English as a second language except the 2 value all other values are under the normal curve shows model is significantly following normal distribution.
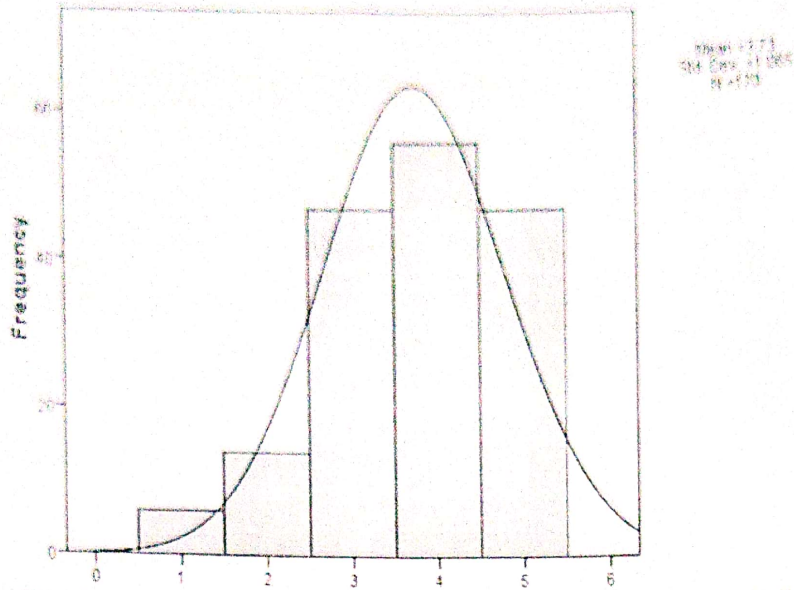
FIGURE 3. Education in the English language must be offered as a separate subject in schools

Figure 3 shows the histogram plot for Education in the English language must be offered as a separate subject in schools from the figure it is clearly seen that the data are slightly Right skewed due to more respondent chosen 4 for Education in the English language must be offered as a separate subject in schools except the 2 value all other values are under the normal curve shows model is significantly following normal distribution.
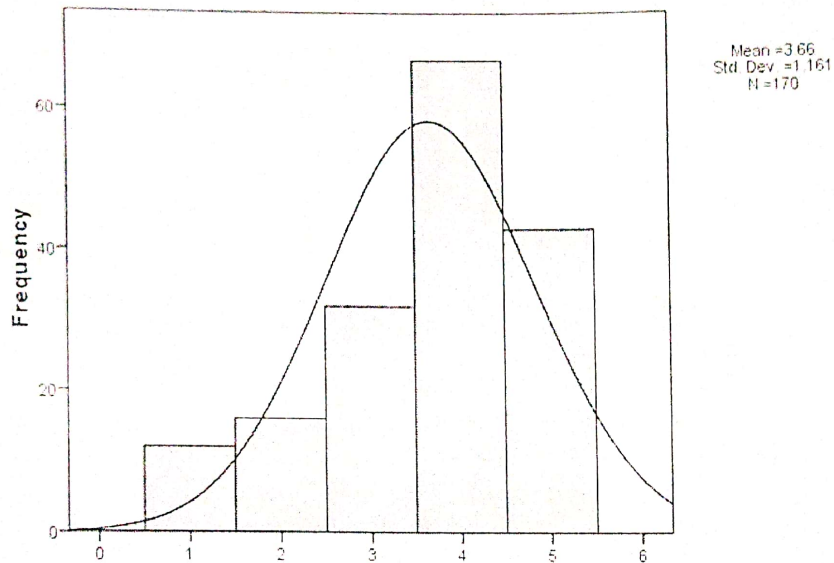

FIGURE 4. The teaching of the English language must be included among the required subjects in schools

Figure 4 shows the histogram plot for the teaching of the English language must be included among the required subjects in schools from the figure it is clearly seen that the data are slightly Right skewed due to more respondent chosen 4 for the teaching of the English language must be included among the required subjects in schools except the 2 value all other values are under the normal curve shows model is significantly following normal distribution.

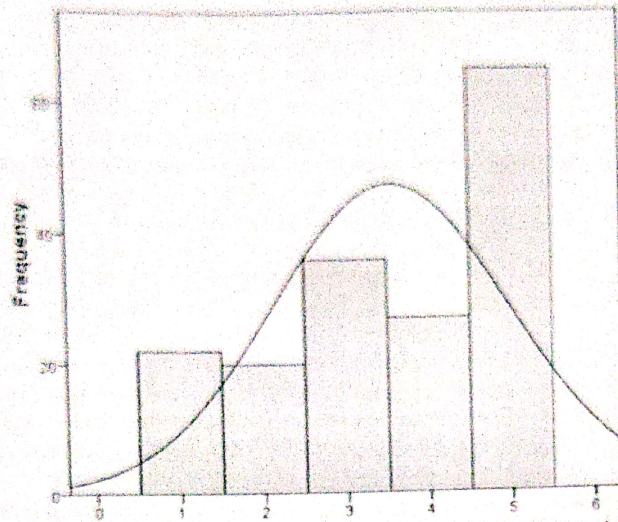PRINCIPAL
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FIGURE 5. The formal English used in schools' aids in my learning

Figure 5 shows the histogram plot for the formal English used in schools' aids in my learning from the figure it is clearly seen that the data are slightly Right skewed due to more respondent chosen 5 for the formal English used in schools' aids in my learning except the 2 value all other values are under the normal curve shows model is significantly following normal distribution.

TABLE 5. Correlations

	I enjoy studying that incorporates instruction in the English language into the learning process.	I like reading books about teaching English as a second language.	Education in the English language must be offered as a separate subject in schools.	The teaching of the English language must be included among the required subjects in schools	The formal English used in schools' aids in my learning.
I enjoy studying that incorporates instruction in the English language into the learning process.	1	.512**	.280**	.289**	.382**
I like reading books about teaching English as a second language.	.512**	1	.451**	.345**	.350**
Education in the English language must be offered as a separate subject in schools.	.280**	.451**	1	.491**	.250**
The teaching of the English language must be included among the required subjects in schools	.289**	.345**	.491**	1	.401**
The formal English used in schools' aids in my learning.	.382**	.350**	.250**	.401**	1

**. Correlation is significant at the 0.01 level (2-tailed).

Table 5 shows the association between the I like learning motivational factors that incorporate English language acquisition into the learning process. Because I enjoy reading books about instructing English as a second language, there is a strong correlation between English education must be provided in schools as a separate subject with the lowest correlation. The relationship between motivational factors follows. because I enjoy reading books about instructing English to non-native speakers. because the study methods that I find most enjoyable are those that integrate the teaching of the English language into the learning process, despite the teaching of the English language having a small correlation and being one of the courses that must be taught in schools. The association between the factors of motivation for English-language

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education must thus be taught separately in schools. Because I enjoy reading books about teaching English as a second language, these books have a higher correlation with my academic performance than do formal English-language teaching materials utilized in schools. The association between teaching English as a second language and motivational factors must then be added to the list of subjects that all students must take. I like studying that combines English language education into the learning process and has lowest correlation. Education in the English language must be provided as an individual course in schools. Next, I'll discuss the relationship between motivational factors and the educational benefits of formal English utilized in schools. English language instruction must be one of the disciplines taught in schools because it has the highest association with English education ought to be provided in schools as a separate subject with the lowest connection.

4. Conclusion

Students pursuing diplomas must have their English language learning progress and proficiency evaluated. The listening, speaking, reading, and writing abilities of pupils are evaluated through a variety of assessment techniques, including tests, assignments, and oral exams. Additionally, their comprehension, vocabulary, and grammar are evaluated. The evaluation procedure aids in determining strengths and shortcomings, guiding teaching tactics, and tracking students' linguistic growth. Students are given excellent language training and are supported in their overall academic performance through frequent and thorough assessments. The evaluation of English language learning amongst diploma students is the focus of the research. Understanding how well English language training works in this specific group is crucial for educational institutions. This study looks at the adjustment's students at the Hong Kong Polytechnic University need to make in order to become more independent. The amount of time spent on English instruction has been cut back, new educational technologies like online and CD-ROM language learning materials have been implemented, class numbers have been somewhat increased for less individualized attention, and self-access facilities have been expanded. CILL is the Centre for Independent Language Learning. These programmers enhanced the demand for pupils to be more independent while decreasing teacher support. This study examines the attitudes of tertiary students at the institution towards taking charge of and making decisions regarding their English learning, as well as their degree of motivation and actual autonomous learning behaviors Turning around the country's lowest-performing schools is the main task in the current period of educational reform and increased accountability. Adequate resources are provided by national policy, often with certain conditions. There is little study on how to successfully transform schools with significant populations of low-income, English-language learners, and Hispanic kids, despite research highlighting the crucial importance of good principals and teachers in improving these underperforming schools. This project intends to investigate how demographics, practices, and policies affect the educational outcomes of Hispanic and English-language learner pupils living in poverty. the Cronbach's Alpha Reliability result. The overall Cronbach's Alpha value for the model is .750 which indicates 75% reliability. From the literature review, the above 73% Cronbach's Alpha value model can be considered for analysis.

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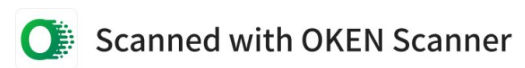
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